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ABSTRACT

Questionnaires were submitted to students in all but two of the secondary schools in London (Ontario) to discover why students who are either taking or not taking physical and health education (P.H.E.) courses made these decisions and their opinions on P.H.E. Students answered some personal questions and some questions about their prior experience in P.H.E. classes. On separate questionnaires, students taking P.H.E. rated the importance of various reasons in their decision to take the course, while students not taking P.H.E. rated the importance of various reasons in their decision. Students taking P.H.E. also rated the current emphasis on various program aspects, and both groups of students indicated how much emphasis should be placed on these aspects. Students taking P.H.E. answered a series of questions about both the current and their preferred emphasis in evaluation. Finally, each group of students answered a separate set of general questions about their reaction to some possible additions or changes to the P.H.E. program. The questionnaires are included in this report and the results of the survey are presented in tabular form. Major findings and trends are described in the text of the report. (JD)

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A SURVEY OF STUDENTS' ATTITUDES TOWARDS PHYSICAL AND HEALTH EDUCATION IN LONDON SECONDARY SCHOOLS, JUNE 1983

L. M. Earl and R. G. Stennett, Ph.D.

Research Report 83-08

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A SURVEY OF STUDENTS' ATTITUDES TOWARD PHYSICAL AND HEALTH EDUCATION IN LONDON SECONDARY SCHOOLS, JUNE 1983

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Educational Research Services
London Board of Education

During the last several years the Physical and Health Education (P.H.E.) Subject Council has been concerned both about the decline in enrolment in P.H.E. classes and also about improving the quality of the programs being offered. Specifically, the Council was interested in discovering why students who are either taking or not taking P.H.E. made these decisions and in gathering student opinions about the P.H.E. program. These concerns led to a decision to survey a system-wide sample, of students as well as all students in one school (Earl & Stennett, 1983). This paper is a report of the survey of the system-wide sample of students.

METHOD

Instrument Development

The Subject Council[1], after reviewing instruments from studies in other jurisdictions and discussing the issues of concern, decided that different sets of questions would have to be asked of students currently taking or not taking P.H.E. As a result, two questionnaires were prepared, one for students who are currently taking P.H.E. and one for students who are not taking P.H.E (See Appendix A.)

The two questionnaires contain some common items and others that are only appropriate for the particular group being addressed. Table A shows the item content categories, item numbers and areas of overlap for the two questionnaires.

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[1]The authors wish to thank the members of the P.H.E. Subject Council subcommittee who contributed a great deal of time and attention to the creation and piloting of the questionnaires. This subcommittee included: Dave Service (Chairperson), Barry McCarthy, Joyce Hetherington, Henry Betkus, Chris Stewart, Jack Foote, Ronnie Traher, Ivana Baldelli, Dan Colfax, Mary Ann Panarisi.

TABLE A Categories of Items Included in Each Questionnaire

Content Category	Taking P.H.E. (yellow)	Not Taking P.H.E. (green)
Personal Information	1 - 5	1 - 5
Prior Involvement in P.H.E. Courses	6 - 10	6 - 10
Reasons for Taking P.H.E.	11 - 27	
Reasons For Not Taking P.H.E.		11 - 36
The P.H.E. Program: Current	28 - 42	
Preferred	43 - 57	37 - 51
Evaluation: Current	48 - 69	
Preferred	70 - 79	
General	80 - 86	52 - 47

All students were asked some personal questions and some questions about what prior experience they had in P.H.E. classes. Students taking P.H.E. were asked to rate the importance of various reasons in their decision to take the course. The students not taking P.H.E. were asked to rate the importance of various reasons in their decision. Students taking P.H.E. were asked to rate the current emphasis on various aspects of the program and both groups of students were asked to indicate how much emphasis should be placed on these same aspects of the program. Students taking P.H.E. were also asked a series of questions about both the current and their preferred emphasis in evaluation. Finally, each group of students was asked a separate set of general questions about their reaction to some possible additions or changes to the P.H.E. program.

After the questionnaires were prepared, several teachers on the Subject Council piloted them in their school to isolate any ambiguous questions, ascertain how long the questionnaires took to complete and discover whether any important items had been omitted. Several changes were made to the questionnaires as a result of this pilot study.

Sample Selection

All London Secondary Schools, except Thames and Ross, were included in the study. A 15% random sample of students currently taking P.H.E. was selected from class lists of all the P.H.E. classes in the participating schools and a 15% sample of students not taking P.H.E. was similarly selected from lists of students generated from the computer tapes used for scheduling secondary students. Lists of students to be included in the survey were created for each school.

Administration of the Survey

The P.H.E. department heads in each school was given the responsibility for arranging a time and place, assembling the students and providing personnel to administer the survey. This was done during May and June of 1983 in all of the schools. Table B gives, by school, the percent of completed questionnaires returned from students who were either taking or not taking P.H.E.

TABLE B Return Rate by School

School	% of Surveys Completed	
	Taking P.H.E.	Not Taking P.H.E.
Banting	75	48
Beal	99	55
Central	98	60
Clarke Rd.	75	39
Laurier	100	68
Lucas	73	47
Montcalm	80	53
Oakridge	96	57
Saunders	100	85
South	77	66
Westminster	67	46
Wheable	71	31
Total	85	54

The overall response rate for those taking P.H.E. was 85% and for those not taking was 54%. In all of the schools it was more difficult to secure the involvement of students who were not taking P.H.E. and it is difficult to assess the impact which the low response rate in this group might have on the results.

Data Handling

The computer scan sheets were edited and used to create two computer tape files, one for each of the questionnaires. These data were analyzed using standard computer programs (S.P.S.S.) with the major analyses being frequency and percentage frequency distributions by grade and sex, and analysis of variance (ANOVA) tests done independently for grade and sex effects.

RESULTS

The results of the survey are presented largely in the form of tables. Since the tables include a great deal of information, they merit detailed study. Only the major findings and trends are described in the text of this report.

On any one of the tables, entries in the column headed 'effect' (for sex and grade) indicate a statistically significant difference between boys and girls and/or across the grades.

Grade and Sex Distribution

Table 1(a) details the distribution of students system-wide taking and not taking P.H.E., by sex and grade. The major findings are:

1) The number of both boys and girls taking P.H.E. decreased dramatically with grade.

Table 1(b) gives the number of students in the sample taking and not taking P.H.E. by school and the percent of students taking and not taking P.H.E. in the sample from each school. The major findings are:

1) The percentage of students taking P.H.E. drawn from each school is similar to the percent of students not taking P.H.E. drawn from that school.

2) The percent of all students in the sample who were in each school is quite close to the percent to be expected on the basis of each school's population in relation to the total system population.

Prior P.H.E. Courses

Table 2 gives the prior secondary school P.H.E. courses taken by students who are currently taking and not taking P.H.E. in each grade from grade 10 to 13, separately by sex. The major findings are:

1) If either boys or girls are currently taking P.H.E. the probability is high that they also took it in prior grades.

2) Of the students currently not taking P.H.E., girls are less likely than boys to have taken it during prior grades.

3) Grade 13 students not taking P.H.E. are more likely to have taken it for several years before. This trend is slightly more evident for boys.

Reasons For Taking P.H.E.

Table 3 gives the percents, by sex and grade, of students currently taking P.H.E. who rated each reason for taking it as either 'very' or 'somewhat' important. The reasons for taking P.H.E. are listed in the tables in order of their importance as noted by the boys. The major findings are:

1) The relative importance of the reasons for taking P.H.E. is very similar for boys and girls. The few sex differences which occur are very modest.

2) There is a wide range in the percent of students rating the various reasons as important.

3) The importance students attach to some reasons for taking P.H.E. varies significantly by grade. This is particularly obvious with grade 13.

Reasons For Not Taking P.H.E.

Table 4 gives the percents, by sex and grade, of students currently not taking P.H.E. who rated each reason for not taking it either 'very' or 'somewhat' important. The reasons for not taking P.H.E. are listed in the table in the order of their importance as rated by the boys. The major findings are:

1) Although the relative importance of the reasons for not taking P.H.E. is fairly similar for boys and girls, there are some notable sex differences. (See items 12, 17, 25, 26, 30, 34 and 35.)

2) The importance attached by students to some of the reasons for not taking P.H.E. varies significantly by grade.

3) Grade 13 Students' ratings of some of the reasons for not taking P.H.E. vary somewhat from those of other students.

Current and Preferred Program Emphasis

Students who were taking P.H.E. were asked to rate the degree of emphasis currently given each of several program elements, as well as the degree of emphasis they would prefer each to be given. Students not taking P.H.E. were asked to rate the degree of emphasis each element should receive. The percents of students rating each element as either currently receiving or meriting 'a great deal of emphasis' are given, by grade and sex, in Table 5. The major findings are:

1) Students taking and not taking P.H.E. are very similar with respect to the relative emphasis they feel ought to be placed on the various program elements.

2) There are very few differences between boys and girls in terms of the relative emphasis they feel ought to be placed on the various program elements, independent of whether or not they are taking P.H.E.

3) There are several program elements for which the current emphasis departs significantly, in absolute terms, from the emphasis preferred by the students, even though the relative order of current and preferred emphasis is similar (recreation, getting along, electives, intensives, remedial, enjoyment, motivating).

4) There are sex and grade differences in students' perceptions of the emphasis that is currently placed or ought to be placed on some elements of the program.

Evaluation

Table 6 gives the percent of students taking P.H.E., by grade and sex, who rated the current and preferred emphasis on each possible component of a student evaluation process as receiving or meriting 'a great deal of emphasis'. The components are listed in the table in terms of current emphasis, as seen by all students. The major findings are:

1) Girls and boys agree on both the current emphasis and the preferred emphasis on the various components of the evaluation process.

2) The relative emphasis currently placed on the various components of the evaluation process differs substantially from that preferred by students.

3) Although there are only minor differences across the grades in students' preferences for the components which should be given emphasis, there are grade differences with respect to students' perception of the emphasis currently given the various components.

4) There are few sex differences in this area.

Table 7 gives the percent of students taking P.H.E., by grade and sex, giving each response to some general questions about evaluation procedures. The major findings are:

1) Students generally feel that there is about the right amount of testing.

2) About two-thirds of students prefer percentage marks to other forms of reporting.

General Questions About Program

Table 8 gives the percent of students taking P.H.E., by grade and sex, giving each response to a series of general questions. The major findings are:

1) Overall, students prefer having different teachers for different activities and this is more pronounced in the case of girls. This trend increases markedly by grade.

2) Co-ed classes are preferred, in both physical education and health classes, for at least some activities. This trend is more pronounced for boys.

3) Students perceive their teachers as enjoying teaching either all of the time or during some activities.

4) Students would prefer, either all of the time or for some activities, to work in a group with the same fitness level and sports ability as their own.

5) Since the two questions about taking P.H.E. separately are ambiguous, no interpretation is possible.

Table 9 gives the percent of students not taking P.H.E., by grade and sex, giving each response to a series of six general questions about the program. The major findings are:

1) If health were a separate subject from physical education a number of students, mostly girls, indicate they might take it.

2) If physical education were a separate subject from health, a number of students indicate they might take it.

3) If a specialized course emphasizing recreational activities was offered, a number of students (80%) indicate they might take it.

4) If courses were offered in which the student enrolled had similar fitness and sports ability levels, a number of students (over 80%) indicate they might take it.

5) If P.H.E. courses included options or choices, a number of students (over 80%) indicate they might take them.

6) As evident from 3, 4 and 5 above, 15-20% of the students indicate they would not take P.H.E. even with program modifications.

7) A number of students indicate they might take P.H.E. if the teachers made them feel good about it.

Table 10 gives a summary by grade and sex of the way students taking and not taking P.H.E. view their body build, sports ability and fitness level. The major findings are:

1) Students not taking P.H.E., both boys and girls, more often describe themselves as overweight, with average or below average sports ability and in fair or poor condition than do students taking P.H.E.

2) Whether taking or not taking P.H.E., girls are more likely than boys to describe themselves as overweight.

3) Whether taking or not taking P.H.E., boys are more likely than girls to describe their sports ability as better than average and their fitness as good or excellent.

SUMMARY

Fifteen percent samples of students taking and not taking P.H.E. in all London Secondary Schools, except in Thames and Ross, were asked to complete one of two questionnaires. The questionnaires, one for students taking P.H.E. and the other for those not taking P.H.E., contained questions about reasons for taking or not taking P.H.E. and elicited student opinions about the P.H.E. program. The results of the survey are presented in a series of thirteen tables and the major findings are highlighted in the text.

REFERENCE

Earl, L. M. & Stennett, R. G. A Survey of Students' Attitudes Toward Health Education: Saunders Secondary School - January 1983. Research Report 83-04. Board of Education for the City of London, Ontario, 1983.

TABLE 1(a) Number and Percent of Students in the System-Wide Sample Taking and Not Taking Physical and Health Education by Sex and Grade.

	Taking						Not Taking						Total					
	Male		Female		Total		Male		Female		Total		Male		Female		Total	
Grade	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9	236	37	155	30	391	34	30	10	34	10	64	10	266	28	189	22	455	25
10	168	26	133	25	301	26	62	20	62	19	124	19	230	24	195	23	425	24
11	109	17	114	22	223	19	74	24	79	24	153	24	183	19	193	23	376	21
12	91	14	89	17	180	15	86	27	90	27	176	27	177	19	179	21	356	20
13	35	5	32	6	67	6	62	20	66	20	128	20	97	10	98	11	195	11
Total	639	99	523	100	1162	100	314	101	331	100	645	100	953	100	854	100	1807	101

TABLE 1(b) Number of students in the System-Wide Sample Taking and Not Taking Physical and Health Education by School and the Percent of Students in Each Sample From Each School.

School	Taking		Not Taking		Total		82-83 School Population	% of 82-83 System Population In The School
	N	%	N	%	N	%		
Banting	65	6	32	5	97	5	885	6
Beal	144	12	122	19	266	15	2128	14
Central	94	8	30	5	124	7	855	6
Clarke Road	92	8	51	8	143	8	1608	11
Laurier	131	11	67	10	198	11	1357	9
Lucas	99	8	27	4	126	7	1089	7
Montcalm	98	8	43	7	141	8	1178	8
Oakridge	84	7	30	5	114	6	818	5
Saunders	149	13	127	20	276	15	1975	13
South	52	4	41	6	93	5	801	5
Westminster	73	6	52	8	125	7	1122	8
Wheable	82	7	26	4	108	6	1096	7
TOTAL	1163	100	648	100	1811	100	14,912	100

TABLE 2 Number and Percent of Students Who Took Physical and Health Education in Each Grade by Whether or Not They Are Currently Taking or Not Taking Physical and Health Education, Separately by Grade and sex.

Current Grade	Taking/ Not Taking	M/F	Grades in Which PHE Taken									
			9		10		11		12		13	
			N	%	N	%	N	%	N	%	N	%
10	T	M	155	92								
		F	126	95								
	NT	M	35	56								
		F	34	55								
11	T	M	107	98	104	95						
		F	104	91	106	93						
	NT	M	56	76	28	38						
		F	55	70	28	35						
12	T	M	86	95	83	91	80	88				
		F	87	98	82	92	84	94				
	NT	M	72	85	57	67	35	41				
		F	66	73	54	60	35	39				
13	T	M	34	97	32	91	29	83	26	74		
		F	31	97	30	94	27	84	26	81		
	NT	M	58	94	50	81	47	76	38	61		
		F	60	91	53	80	45	68	33	50		

TABLE 3 Percent of Students by Grade and Sex Currently Taking Physical and Health Education Who Indicated Each of The Reasons Suggested Was Either 'Very' or 'Somewhat' Important in Their Decision to Take the Course.

Item	Sex	Grade 9	10	11	12	13	Total	Rank	Effect Sex	Effect Gr.
27. I like sports.	M	94	98	96	99	89	96	1	03	05
	F	97	98	96	96	99	97	4		
11. I like the activity.	M	93	96	96	99	89	95	2		05
	F	99	98	98	99	97	98	1		
12. Physical Education and Health classes are fun.	M	89	93	90	97	86	91	3	01	01
	F	99	98	97	98	97	98	2		
14. It helps me keep fit.	M	92	93	90	92	77	91	4		01
	F	99	99	97	96	94	98	3		01
16. I learn new skills.	M	90	90	86	91	86	89	5	01	01
	F	95	96	93	94	97	95	5		05
23. Taking Physical Education and Health is a break from sitting in a classroom.	M	88	85	92	92	83	88	6		
	F	81	89	88	96	75	87	7		02
20. I'm good at it.	M	84	85	86	93	89	86	7	01	
	F	80	86	82	87	81	83	8		
17. I like the teacher(s).	M	78	81	77	89	66	79	8	01	01
	F	88	89	90	88	84	88	6		
13. My mark in Physical Education and Health raises my average.	M	73	79	67	87	69	75	9		05
	F	79	71	72	78	66	74	9		
25. It's an easy credit.	M	65	55	57	73	51	62	10	01	02
	F	62	57	56	55	38	57	10		03
24. My friends are taking it.	M	58	53	67	59	46	58	11	01	
	F	47	52	48	42	28	46	11		
22. I needed an arts option credit.	M	62	55	50	43	34	54	12	01	01
	F	54	39	28	33	25	41	15		02

TABLE 3 - Continued

Item	Sex	Grade 9	10	11	12	13	Total	Rank	Effect Sex	Effect Gr.
21. I get picked for school teams from Physical Education classes.	M	56	48	43	44	29	49	13	01	01
	F	50	43	37	35	28	41	14		02
15. Physical Education and Health are compulsory in this school.	M	51	54	39	43	37	48	14		
	F	65	45	32	26	44	45	12		01
19. My parents wanted me to take it.	M	50	42	32	36	23	41	15		01
	F	54	37	39	30	31	41	16		01
26. I want to major in Physical Education and Health when I graduate from high school.	M	45	35	30	40	51	39	16		
	F	45	35	33	49	59	42	13		01
18. I was advised by a teacher (classroom teacher, guidance counsellor, etc.) to take Physical Education.	M	44	38	26	34	40	38	17		01
	F	50	33	31	22	34	36	17		01

TABLE 4 Percent of Students by Grade and Sex Currently Not Taking Physical and Health Education Who Indicated Each of The Suggested Reasons Was Either 'Very' or Somewhat' Important in Their Decision Not to Take the Course.

Item	Sex	Grade 9	10	11	12	13	Total	Rank	Effect Sex	Effect Gr.
13. Other subjects are more important to me	M	70	82	81	74	85	79	1	01	
	F	94	81	92	89	88	89	1		
29. I can't fit it into my timetable	M	57	60	51	67	60	60	2	05	
	F	56	55	73	64	79	66	3		
32 I don't like some parts of the Physical Education and Health program	M	60	66	68	60	44	60	3	04	02
	F	82	65	71	67	62	68	2		
33. I get enough exercise outside of school	M	60	60	66	67	44	60	4		
	F	79	65	61	49	38	56	5		01
20. I don't like getting sweaty and then having to go to another class	M	63	48	47	59	37	50	5	01	01
	F	74	63	70	64	41	62	4		01
36. Physical Education and Health classes aren't very interesting	M	43	52	49	42	42	46	6		
	F	56	39	59	49	33	47	9		04
17. I dislike the teacher(s)	M	50	38	50	42	24	40	7		02
	F	32	42	43	37	33	38	13		
18. Physical Education and Health classes aren't fun	M	40	45	45	34	31	39	8		
	F	59	32	58	43	20	42	11		01
11. I don't like sports	M	43	57	32	36	21	37	9		01
	F	62	55	57	42	29	47	6		01
22. I already know the material they teach in Physical Education and Health classes	M	40	42	35	35	31	36	10		
	F	50	45	48	33	18	38	14		01
14. It lowers my average mark	M	50	37	32	31	27	34	11		
	F	53	34	37	32	36	37	15		05
26. The classes are not co-ed and I don't like that	M	31	26	36	35	21	30	12	01	
	F	38	16	22	19	17	21	25		03

Table 4 - Continued

Item	Sex	Grade 9	10	11	12	13	Total	Rank	Effect Sex	Effect Gr.
34. There is too much competition in Physical Education classes	M	53	34	34	23	18	30	13	01	01
	F	65	45	46	44	44	47	8		
23. I never get to play or do well in Physical Education and Health classes	M	40	34	24	27	21	27	14	01	
	F	56	42	52	41	27	43	10		
19. I have no interest in fitness	M	24	40	24	27	13	26	15	05	01
	F	56	34	41	29	14	32	16		01
35. I'm not very good at Physical Education	M	40	27	23	22	16	24	16	01	04
	F	56	42	57	49	30	47	7		02
12. I don't like changing into gym clothes	M	33	31	22	27	8	23	17		03
	F	29	27	29	24	14	24	23		
16. I don't like physical activity	M	43	34	23	19	8	23	18		01
	F	68	27	41	23	12	31	18		01
31. The options in Physical Education and Health classes cost too much	M	23	29	20	23	13	22	19		
	F	32	31	38	26	20	29	21		
30. I'm embarassed by my lack of skills in Physical Education classes	M	40	29	22	14	13	21	20	01	01
	F	47	37	42	43	32	40	12		
15. I've been embarassed in classes I've taken before	M	33	24	22	15	11	19	21	01	
	F	35	34	35	29	23	31	17		
24. None of my friends are taking it	M	27	23	16	20	8	18	22	05	
	F	18	24	29	29	17	24	24		
28. I can't take Physical Education and Health because of poor health or a physical handicap	M	27	29	15	16	3	17	23		01
	F	59	26	34	24	17	29	20		01
21. I don't like the way I look in gym clothes	M	27	23	14	15	6	16	24	01	03
	F	38	29	35	19	14	26	22		01

Table 4 - Continued

Item	Sex	Grade 9	10	11	12	13	Total	Rank	Effect Sex	Effect Gr.
27. My parents don't want me to take Physical Education and Health	M	20	16	5	12	0	10	25		01
	F	24	11	13	9	6	11	26		04
25. The classes are co-ed (boys and girls together) and I don't like that	M	17	21	4	3	2	8	26		01
	F	21	42	39	25	21	31	19		04

TABLE 5 Percents of Students, by Sex and Grade and Taking (T) or Not-Taking (NT) P.H.E., Who Rated the Current (C) and/or Preferred (P) Emphasis of Each Element in the P.H.E. Program as Receiving or Meriting 'A Great Deal of Emphasis'.

Item	Sex	C/P T/NT	Grade 9	10	11	12	13	Total	Rank	Effects Sex	Gr.
Competition (games when winning counts)	M	C-T	36	29	20	14	29	28	10	04	
		P-T	31	31	20	31	20	29	13	01	
		P-NT	20	16	7	9	13	12	14	02	
	F	C-T	26	22	17	17	19	21	11	04	02
		P-T	19	11	16	9	9	14	14	01	
		P-NT	6	13	6	6	3	7	15	02	
Skills (learning how to perform correctly in sports)	M	C-T	66	68	55	52	66	62	1	05	
		P-T	66	66	65	60	77	66	2		
		P-NT	50	48	46	58	44	50	3		
	F	C-T	66	69	61	70	69	67	2	05	
		P-T	66	68	59	60	72	64	3		
		P-NT	62	48	49	46	62	52	6		
Recreation (games for fun)	M	C-T	33	37	31	36	20	33	6	04	
		P-T	45	51	54	55	69	51	5	01	01
		P-NT	33	44	53	55	52	49	6	01	
	F	C-T	41	38	37	29	38	37	8	04	
		P-T	61	59	54	43	69	56	6	01	
		P-NT	32	48	67	52	69	56	4	01	01
Fitness (activity to improve strength and stamina)	M	C-T	52	46	34	30	29	43	3		01
		P-T	54	56	42	43	69	52	4	04	
		P-NT	50	44	46	53	45	48	7		
	F	C-T	57	36	35	38	25	42	4		01
		P-T	53	58	44	62	56	54	7	04	
		P-NT	47	34	47	47	68	49	7		01

TABLE 5 - Continued

Item	Sex	C/P T/NT	Grade 9	10	11	12	13	Total	Rank	Effects Sex	Gr.
Getting along with other people	M	C-T	28	34	28	29	26	29	8	01	
		P-T	44	51	46	43	66	47	8	01	
		P-NT	53	48	43	48	61	50	4	01	
	F	C-T	58	41	30	24	28	40	6	01	01
		P-T	70	68	62	47	81	64	4	01	03
		P-NT	76	47	65	66	62	62	3	01	01
Working as an individual rather than in a group	M	C-T	14	13	5	8	6	11	15		
		P-T	16	13	11	20	6	14	15	03	
		P-NT	20	10	12	13	3	11	15		
	F	C-T	7	7	6	7	3	7	15		05
		P-T	15	11	19	10	3	13	15	03	
		P-NT	6	16	5	8	11	9	14		03
Electives (students are able to choose their own activity)	M	C-T	18	21	14	30	17	20	13		01
		P-T	32	44	38	56	31	39	11		01
		P-NT	23	35	49	50	40	42	9		01
	F	C-T	11	13	16	26	9	15	13		01
		P-T	31	40	46	40	13	37	11		05
		P-NT	15	27	27	49	39	34	11		01
Health Education	M	C-T	33	34	18	33	35	31	7	01	
		P-T	27	28	16	26	31	26	14	01	
		P-NT	43	34	29	28	23	30	11	01	
	F	C-T	43	29	41	37	47	38	7	01	03
		P-T	44	32	41	36	47	39	10	01	03
		P-NT	34	32	29	39	44	37	10	01	

TABLE 5 - Continued

Item	Sex	C/P T/NT	Grade 9	10	11	12	13	Total	Rank	Effects Sex	Gr.
Intensives (students can choose to concentrate on advanced skills)	M	C-T	20	24	11	9	3	17	14	01	01
		P-T	40	41	41	38	37	40	10		
		P-NT	27	26	18	24	19	22	12		03
	F	C-T	17	13	10	6	34	13	14	01	01
		P-T	37	26	27	29	25	30	12		
		P-NT	13	30	14	23	33	23	12		
Remedial (students able to work on weaknesses, e.g. strength, stamina, skills)	M	C-T	34	33	16	20	6	27	11		01
		P-T	49	49	44	35	51	46	9	01	
		P-NT	53	39	38	45	44	43	8		
	F	C-T	34	20	20	15	6	22	10		01
		P-T	52	56	49	37	55	50	8	01	
		P-NT	44	38	29	50	50	42	8		01
Vigorous activity	M	C-T	31	34	20	20	9	27	12		01
		P-T	33	31	24	31	37	31	12		
		P-NT	17	13	19	15	16	16	13		
	F	C-T	28	20	13	17	3	19	12		01
		P-T	25	27	28	26	29	27	13		
		P-NT	9	11	12	10	28	14	13		01
The students enjoying the class	M	C-T	41	40	32	27	6	35	5	01	03
		P-T	61	60	64	71	74	63	3	01	02
		P-NT	73	65	68	77	73	71	1	01	05
	F	C-T	36	43	46	36	31	46	3	01	05
		P-T	81	80	75	75	84	77	1	01	
		P-NT	74	69	78	87	83	79	1	01	

TABLE 5 - Continued

Item	Sex	C/P T/NT	Grade 9	10	11	12	13	Total	Rank	Effects Sex	Gr.
Getting everyone involved	M	C-T	50	55	66	58	38	54	2	01	04
		P-T	63	75	70	71	69	69	1	01	05
		P-NT	50	65	69	72	81	69	2	01	01
	F	C-T	76	70	59	65	66	68	3	01	04
		P-T	85	86	76	81	91	83	1	01	
		P-NT	71	69	79	84	88	78	2	01	
Motivating the class	M	C-T	28	39	27	27	14	29	9	01	04
		P-T	43	53	51	56	46	49	7	01	01
		P-NT	27	48	52	50	63	50	5		01
	F	C-T	42	35	35	34	44	37	8	01	
		P-T	68	60	68	63	82	63	5	01	05
		P-NT	44	48	59	58	75	56	5		01
Knowledge and understanding	M	C-T	36	40	27	43	34	36	4	01	
		P-T	52	54	40	48	54	50	6		
		P-NT	43	34	36	37	34	36	10		
	F	C-T	45	43	36	33	56	41	5	01	
		P-T	48	41	41	43	72	45	9		04
		P-NT	44	34	37	36	48	38	9		

TABLE 6 Percents of Students Taking P.H.E., by Sex and Grade, Who Rated the Current (C) and Preferred (P) Emphasis of Each Possible Component of a Student Evaluation Process as Receiving or Meriting 'A Great Deal of Emphasis'.

Item	Sex	C/P	Grade					Total	Rank	Effects	
			9	10	11	12	13			Sex	Gr.
Uniform.	M	C	61	57	47	32	41	52	2	01	01
		P	27	31	21	12	21	24	10		01
	F	C	71	79	58	60	36	66	1	01	01
		P	25	21	22	13	28	21	10		02
Attendance - Lateness.	M	C	55	61	47	53	69	56	1		
		P	50	55	42	37	53	48	6		
	F	C	56	61	55	47	53	55	3		
		P	46	35	41	44	50	42	6		
Skills attainment	M	C	32	35	17	16	34	28	8		
		P	44	46	28	35	53	41	7	02	
	F	C	30	31	23	13	22	25	8		02
		P	34	27	29	25	41	30	9	02	
Skills improvement	M	C	39	45	32	29	29	37	5		
		P	58	61	45	46	62	55	2		
	F	C	48	38	39	28	16	38	5		01
		P	57	62	50	52	44	55	3		
Effort	M	C	55	53	44	42	51	50	3	01	
		P	61	64	69	63	74	64	1	01	
	F	C	67	69	52	54	56	61	2	01	01
		P	74	76	62	66	78	71	1	01	

TABLE 6 - Continued

Item	Sex	C/P	Grade 9	10	11	12	13	Total	Rank	Effects Sex	Gr.
Fitness attainment	M	C	32	33	14	16	12	26	9		01
		P	43	42	25	45	47	40	8		
	F	C	30	32	18	9	3	20	9		
		P	35	34	29	29	31	32	8		
Fitness improvement	M	C	46	45	28	20	24	37	6		01
		P	53	59	48	52	62	53	4		
	F	C	45	32	32	22	9	33	7		01
		P	58	59	51	48	56	55	4		
Attitude	M	C	42	48	34	37	41	41	4	01	
		P	54	60	51	54	62	55	3	01	
	F	C	52	58	53	39	38	50	4	01	05
		P	71	50	72	57	69	65	2	01	
Social skills	M	C	21	20	15	10	12	18	10		
		P	34	22	26	33	47	30	9	01	
	F	C	26	17	16	13	9	18	6		03
		P	36	33	30	31	53	34	7	01	
Knowledge and understanding	M	C	36	39	24	33	29	34	7		
		P	53	53	42	51	68	51	5		
	F	C	45	34	26	24	34	34	6		01
		P	60	46	43	40	75	50	5		01

TABLE 7 Percent of Students Taking Physical and Health Education, by Sex and Grade, Giving Each Response to Two Questions About Evaluation.

Question	Response Alternative	Sex	Grade 9	10	11	12	13	Total	Effects Sex	Effects Gr.
In your Physical Education and Health Program there is.....	(a) too much testing	M	21	23	17	12	26	20	04	
		F	19	32	18	8	6	20		
	(b) the right amount of testing	M	67	70	74	76	69	71	04	
		F	78	63	76	93	91	76		01
	(c) too little testing	M	10	7	9	11	3	9	04	
		F	3	5	5	7	3	4		
Evaluation in Physical Education and Health courses should be done by giving.....	(a) percentage marks (e.g. 75%)	M	63	65	63	73	49	65		
		F	68	61	66	63	75	65		
	(b) letter grades (e.g. B, C)	M	16	15	14	12	17	15		
		F	15	14	13	23	6	15		
	(c) pass-fail with a written description of the student's progress	M	12	14	16	10	29	14		
		F	14	23	18	11	16	17		
	(d) other	M	8	5	7	4	6	6		
		F	3	2	4	3	9	3		

TABLE 8 Percent of Students Taking Physical and Health Education, by Grade and Sex, Giving Each Response to Seven General Questions About the Program.

Question	Response Alternative	Sex	Grade 9	10	11	12	13	Total	Effects Sex	Effects Gr.
I prefer to have different teachers for different activities.	(a) yes	M	49	51	62	69	88	56	01	01
		F	54	60	71	75	91	64		01
I enjoy participating in *Physical Education classes* that are coed (boys and girls together)	(a) all of the time	M	45	41	36	34	44	41		
		F	18	11	28	28	31	21		
	(b) for some activities	M	45	51	57	60	44	51	01	
		F	60	68	67	63	69	64		01
	(c) never	M	3	1	1	2	12	3		
		F	14	11	4	3	0	9		
	(d) don't know	M	6	7	6	3	0	5		
		F	6	10	1	6	0	5		
I enjoy participating in *Health Classes* that are coed (boys and girls together).	(a) all of the time	M	44	48	58	62	62	51		
		F	10	16	42	44	53	27		
	(b) for some activities	M	33	40	28	29	32	33	01	01
		F	49	55	46	47	44	49		01
	(c) never	M	9	3	6	4	3	6		
		F	30	16	6	4	0	15		
	(d) don't know	M	13	10	8	5	3	10		
		F	12	14	5	4	3	9		

TABLE 8 Continued

Question	Response Alternative	Sex	Grade 9	10	11	12	13	Total	Effects Sex	Gr.
My Physical Education and Health teacher(s) enjoy teaching the classes.	(a) all of the time	M	39	45	28	42	15	38		
		F	52	43	45	46	41	46		
	(b) for some activities	M	36	38	47	37	53	39	01	04
		F	32	37	42	43	53	38		
	(c) never	M	7	2	8	4	9	6		
		F	0	9	0	0	0	2		
	(d) don't know	M	18	14	17	16	24	17		
		F	16	11	13	11	6	12		
I would prefer being in a class with students with a fitness level and sports ability similar to mine.	(a) all of the time	M	48	45	48	50	45	45		
		F	35	37	36	29	16	32		
	(b) for some activities	M	35	43	41	34	39	37	03	
		F	48	46	51	57	72	49		
	(c) never	M	6	6	7	8	9	6		
		F	13	10	9	6	3	9		
	(d) don't know	M	10	6	5	8	6	7		
		F	3	7	4	8	3	5		
I would like to take health education out of Physical Education classes.	(a) yes	M	32	44	41	40	21	36	01	05
		F	27	17	30	31	13	24		
I would like to take Physical Education out of health classes.	(a) yes	M	29	28	22	21	21	24		
		F	23	13	17	21	16	18		

TABLE 9 Percent of Students Not Taking Physical and Health Education, by Grade and Sex, Giving Each Response to Six General Questions About Program.

Question	Response Alternative	Sex	Grade 9	10	11	12	13	Total	Effects Sex	Effects Gr.
If Health was a separate subject from Physical Education, would you take it?	(a) yes	M	15	33	19	20	22	22	01	
		F	22	29	23	31	32	28		
	(b) maybe	M	31	33	37	29	24	31	01	
		F	53	50	47	40	42	46		
	(c) no	M	54	31	44	51	52	46	01	
		F	25	21	30	27	24	26		
If Physical Education was a separate subject from Health, would you take it?	(a) yes	M	31	27	21	42	55	36	04	01
		F	13	26	23	20	45	26		01
	(b) maybe	M	23	36	43	35	28	35	04	01
		F	50	40	38	45	39	42		01
	(c) no	M	46	36	36	23	16	29	04	01
		F	38	34	38	33	15	32		01
If there was a course that included only recreational sports activities, (e.g., badminton, table tennis, games), would you take it?	(a) yes	M	38	45	47	46	48	46		
		F	48	50	41	35	45	43		
	(b) maybe	M	35	42	26	30	24	30		
		F	29	22	45	42	40	37		
	(c) no	M	27	13	27	24	28	24		
		F	23	28	14	24	15	20		

TABLE 9 - Continued

Question	Response Alternative	Sex	Grade 9	10	11	12	13	Total	Effects Sex	Gr.
If you could be in a class with students with a fitness level and sports ability similar to yours, would you take it?	(a) yes	M	50	40	37	48	67	48		03
		F	50	48	42	37	52	46		
	(b) maybe	M	31	40	41	42	19	36		03
		F	38	31	42	52	41	42		
	(c) no	M	19	20	21	10	14	16		03
		F	13	21	15	11	2	12		
If your teachers made you feel good about being in Physical Education and Health class, would you take it?	(a) yes	M	62	38	34	52	59	45		05
		F	41	40	40	36	62	43		01
	(b) maybe	M	15	38	44	37	31	36		05
		F	44	45	38	48	33	42		01
	(c) no	M	23	24	21	20	10	20		05
		F	16	16	22	17	5	15		01
If you were given options or choices in Physical Education and Health would you take it?	(a) yes	M	42	36	30	49	57	43		
		F	39	55	38	39	62	46		02
	(b) maybe	M	46	45	54	40	31	43		
		F	42	29	46	49	33	41		02
	(c) no	M	12	18	16	11	12	14		
		F	19	16	17	12	5	13		02

TABLE 10 Percent of Students by Grade and Sex, Taking and Not Taking P.H.E., Describing Their Body Build, Sports Ability and Fitness Level in Each Category.

Description		Sex	Taking						Effects		Not Taking						Effects	
			Grade								Grade							
			9	10	11	12	13		Sex	Gr.	9	10	11	12	13		Sex	Gr.
Body Build	Overweight	M	6	5	5	8	9	6	01		17	8	8	9	2	8	01	
		F	8	7	15	10	6	9			18	11	18	9	12	13		
	Average	M	87	81	86	84	89	85			70	82	86	81	89	83		
		F	83	88	75	84	81	83			74	84	78	88	79	82		
	Underweight	M	7	14	9	8	3	9			4	10	5	9	10	9		
		F	9	5	11	5	13	8			3	5	4	3	9	5		
Sports Ability	Excellent	M	22	20	15	26	17	20	01		7	13	11	13	18	13	01	
		F	9	6	9	8	6	8			0	5	4	3	8	4		
	Good	M	46	52	61	57	71	53			37	27	45	48	48	42		
		F	55	53	45	52	66	52			21	32	22	20	35	26		
	Average	M	29	27	24	16	11	25			43	52	38	30	32	38		01
		F	34	38	43	36	25	37			59	52	57	63	44	55		
	Below Average	M	3	2	1	0	0	2			7	3	7	8	0	5		
		F	2	3	4	3	3	3			7	11	13	12	14	13		
	Poor	M	0	0	0	0	0	0			7	3	0	1	2	2		
		F	0	0	0	1	0	0			0	0	5	1	0	2		
Fitness	Top Condition	M	12	11	10	18	17	13	01		7	15	18	14	21	13	01	
		F	4	5	6	8	6	6			0	3	4	0	3	2		
	Good Condition	M	71	77	74	64	60	72			47	52	58	57	55	55		
		F	70	68	67	55	72	66			44	45	33	44	53	44		06
	Fair Condition	M	15	11	15	19	17	15			43	29	34	28	23	30		
		F	25	25	25	34	16	26			50	48	58	48	36	49		
	Not Very Good Condition	M	1	1	1	0	6	1			3	5	0	1	2	2		
		F	1	2	3	3	6	2			3	3	4	7	8	5		

APPENDIX A

(a) Survey of Students Taking Physical Education and Health (yellow)

(b) Survey of Students Not Taking Physical and Health Education (green)

BOARD OF EDUCATION FOR THE CITY OF LONDON
SECONDARY SCHOOL PHYSICAL & HEALTH EDUCATION SURVEY

Survey for Students Taking Physical Education & Health

The Physical Education and Health (P.H.E.) Department is always striving to improve the programs which they offer to students. To do this, they need to know how secondary school students feel about Physical Education and Health. You have been randomly chosen from among the students in this school to answer some questions about Physical Education and Health to help the P.H.E. Department plan for the future. You don't need to put your name on this survey. Just take a few minutes and answer the questions as honestly as you can.

All of the questions are to be answered on the green general purpose computer answer sheet. Don't make any marks on the survey itself. Before you begin write the name of your school on the top of the answer sheet. For each question, find the corresponding row of circles on the answer sheet and bubble in the circle under the response which best describes you or your feelings.

If you are not taking P.H.E. this year, this survey should be printed on green paper. If you are taking P.H.E. this year this survey should be printed on yellow paper. When you have answered all of the questions hand in the survey and your answer sheet. Thank you for your help and cooperation.

PART A PERSONAL INFORMATION

The questions in this section ask for some personal information about you. Remember to answer the questions on the computer answer sheet.		
1. Grade	A. nine B. ten C. eleven D. twelve E. thirteen	
2. Sex:	A. male B. female	
3. Body build:	A. overweight B. average C. underweight	
4. Sports ability:	A. excellent at sports B. good at sports C. average at sports D. below average at sports E. poor at sports	
5. Fitness:	A. in top condition B. in good condition C. in fair condition D. not in very good condition	

PART B INVOLVEMENT IN PHYSICAL EDUCATION & HEALTH COURSES

6. Did you take or are you now taking Physical Education in grade 9?	A. yes B no
7. Did you take or are you now taking Physical Education in grade 10?	A. yes B. no C. not in grade 10 yet
8. Did you take or are you now taking Physical Education in grade 11?	A. yes B. no C. not in grade 11 yet
9. Did you take or are you now taking Physical Education in grade 12?	A. yes B. no C. not in grade 12 yet
10. Did you take or are you now taking Physical Education in grade 13?	A. yes B. no C. not in grade 13 yet

PART C REASONS FOR TAKING PHYSICAL EDUCATION & HEALTH

There are many possible reasons why students take Physical Education and Health. The next series of questions describe reasons which might be true for you. Consider each statement and decide how important that reason was in your decision to take Physical Education and Health this year.

11.	I like the activity	A. very important B. somewhat important C. not important
12.	Physical Education and Health classes are fun	A. very important B. somewhat important C. not important
13.	My mark in Physical Education and Health raises my average	A. very important B. somewhat important C. not important
14.	It helps me keep fit	A. very important B. somewhat important C. not important
15.	Physical Education and Health are compulsory in this school	A. very important B. somewhat important C. not important
16.	I learn new skills	A. very important B. somewhat important C. not important
17.	I like the teacher(s)	A. very important B. somewhat important C. not important
18.	I was advised by a teacher (classroom teacher, guidance counsellor, etc.) to take Physical Education	A. very important B. somewhat important C. not important
19.	My parents wanted me to take it	A. very important B. somewhat important C. not important
20.	I'm good at it	A. very important B. somewhat important C. not important
21.	I get picked for school teams from Physical Education classes	A. very important B. somewhat important C. not important

22.	I needed an arts option credit.	A. very important B. somewhat important C. not important
23.	Taking Physical Education and Health is a break from sitting in a classroom	A. very important B. somewhat important C. not important
24.	My friends are taking it	A. very important B. somewhat important C. not important
25.	It's an easy credit	A. very important B. somewhat important C. not important
26.	I want to major in Physical Education and Health when I graduate from high school	A. very important B. somewhat important C. not important
27.	I like sports	A. very important B. somewhat important C. not important

PART D THE PHYSICAL EDUCATION AND HEALTH PROGRAM

The Physical Education and Health Department would like to find out what they should be doing to make Physical Education and Health more valuable to secondary school students. The questions in this section are about your Physical Education and Health course and your opinion about it.

In this section there are a number of statements about things which might be part of the Physical Education and Health Program. In questions 28-41 you are asked to indicate the amount of emphasis which you feel is currently placed on each of these aspects of the program and in questions 42-55 you are asked to indicate the amount of emphasis which you feel should be placed on each of these aspects of the program. For the next series of questions (28-41), indicate how much emphasis you feel is currently placed on these aspects of the program by bubbling in the appropriate circle on your answer sheet.

28.	Competition (games when winning counts)	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
29.	Skills (learning how to perform correctly in sports)	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is not emphasis

30. Recreation (games for fun)	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
31. Fitness (activity to improve strength and stamina	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
32. Getting along with other people	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
33. Working as an individual rather than in a group	A. there is a grea deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
34. Electives (students are able to choose their own activity)	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
35. Health Education	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
36. Intensives (students can choose to concentrate on advanced skills	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
37. Remedial (students able to work on weaknesses, e.g. strength, stamina, skills)	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
38. Vigorous activity	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
39. The students enjoying the class	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis

40. Getting everyone involved	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
41. Motivating the class	A. there is a great deal of emphasis B. there is some emphasis C. there is not much emphasis D. there is no emphasis
42. Knowledge and understanding	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis

For the next series of questions 43-59 indicate how much emphasis you feel should be placed on these aspects of the program by bubbling in the appropriate circle on the answer sheet

43. Competition (games when winning counts)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
44. Skills (learning how to perform correctly in sports)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I Don't know
45. Recreation (games for fun)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
46. Fitness (activity to improve strength and stamina)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
47. Getting along with other people	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
48. Working as an individual rather than in a group	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know

49. Electives (students are able to choose their own activity)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
50. Health Education	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
51. Intensives (students can choose to concentrate on advanced skills)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
52. Remedial (students able to work on weaknesses, e.g. stregth,stamina, skills)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
53. Vigorous activity	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
54. The students enjoying the class	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
55. Getting everyone involved	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
56. Motivating the class	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
57. Knowledge (e.g. rules, strategies)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know

PART E EVALUATION

This section is about evaluation procedures in the Physical Education and Health program.

58.	In your Physical Education and Health program there is:	A. too much testing B. the right amount of testing C. too little testing
59.	Evaluation in Physical Education and Health courses should be done by giving:	A. percentage marks (e.g. 75%) B. letter grades (e.g. B,C) C. pass-fail with a written description of the student's progress D. other

The following items are a number of things which might be included in the way a teacher evaluates students in Physical Education and Health. In questions 60-69 you are asked to indicate how much emphasis is currently placed on each of these items. Questions 70-79 ask you to indicate how much emphasis should be placed on these items.

For the next series of questions (60-69) indicate how much emphasis you feel is currently placed on each of these items when you are evaluated by bubbling in the appropriate circle on your answer sheet.

60.	Uniform	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis
61.	Attendance/Lateness	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis
62.	Skills attainment	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis
63.	Skills improvement	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis
64.	Effort	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis

65. Fitness attainment	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis
66. Fitness improvement	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis
67. Attitude	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis
68. Social Skills	A. there is a great deal of emphasis B there is some emphasis C. there is not very much emphasis D. there is no emphasis
69. Knowledge and understanding	A. there is a great deal of emphasis B. there is some emphasis C. there is not very much emphasis D. there is no emphasis

For the next series of questions (70-79) indicate how much emphasis you feel should be placed on each of these items when you are evaluated.

70. Uniform	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis
71. Attendence/Lateness	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis
72. Skills attainment	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis
73. Skills improvement	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis
74. Effort	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis

75.	Fitness Attainment	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis
76.	Fitness improvement	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis
77.	Attitude	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis
78.	Social Skills	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis
79.	Knowledge and understanding	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be very much emphasis D. there should be no emphasis

PART F GENERAL

These final questions are just general ones which the Physical Education and Health Department would like some answers to.

80.	I prefer to have different teachers for different activities	A. yes B. no
81.	I enjoy participating in Physical Education classes that are coed (boys and girls together)	A. all of the time B. for some activities C. never D. don't know
82.	I enjoy participating in Health classes that are coed (boys and girls together)	A. all of the time B. for some activities C. never D. don't know
83.	My Physical Education and Health teacher(s) enjoy teaching the classes	A. all of the time B. for some activities C. never D. don't know

84.	I would prefer being in a class with students with a fitness level and sports ability similar to mine	A. all of the time B. for some activities C. never D. don't know
85.	I would like to take health education out of Physical Education classes	A. yes B. no
86.	I would like to take Physical Education out of health classes	A. yes B. no

BOARD OF EDUCATION FOR THE CITY OF LONDON
SECONDARY SCHOOL PHYSICAL & HEALTH EDUCATION SURVEY

Survey for Students Not Taking Physical & Health Education

The Physical Education and Health (P.H.E.) Department is always striving to improve the programs which they offer to students. To do this, they need to know how secondary school students feel about Physical Education and Health. You have been randomly chosen from among the students in this school to answer some questions about Physical Education and Health to help the P.H.E. Department plan for the future. You don't need to put your name on this survey. Just take a few minutes and answer the questions as honestly as you can.

All of the questions are to be answered on the green general purpose computer answer sheet. Don't make any marks on the survey itself. Before you begin write the name of your school on the top of the answer sheet. For each question, find the corresponding row of circles on the answer sheet and bubble in the circle under the response which best describes you or your feelings.

If you are not taking P.H.E. this year, this survey should be printed on green paper. If you are taking P.H.E. this year this survey should be printed on yellow paper. When you have answered all of the questions hand in the survey and your answer sheet. Thank you for your help and cooperation.

PART A PERSONAL INFORMATION

The questions in this section ask for some personal information about you. Remember to answer the questions on the computer answer sheet.

1.	Grade	A. nine B. ten C. eleven D. twelve E. thirteen
2.	Sex:	A. male B. female
3.	Body build:	A. overweight B. average C. underweight
4.	Sports ability:	A. excellent at sports B. good at sports C. average at sports D. below average at sports E. poor at sports
5.	Fitness:	A. in top condition B. in good condition C. in fair condition D. not in very good condition

PART B INVOLVEMENT IN PHYSICAL EDUCATION & HEALTH COURSES

6.	Did you take or are you now taking Physical Education in grade 9?	A. yes B. no
7.	Did you take or are you now taking Physical Education in grade 10?	A. yes B. no C. not in grade 10 yet
8.	Did you take or are you now taking Physical Education in grade 11?	A. yes B. no C. not in grade 11 yet
9.	Did you take or are you now taking Physical Education in grade 12?	A. yes B. no C. not in grade 12 yet
10.	Did you take or are you now taking Physical Education in grade 13?	A. yes B. no C. not in grade 13 yet

PART C REASONS FOR NOT TAKING PHYSICAL EDUCATION & HEALTH

There are many possible reasons why students don't take Physical Education and Health. The next series of questions describe reasons which might be true for you. Consider each statement. Decide how important that reason was in your decision not to take Physical Education and Health this year.

11.	I don't like sports	A. very important B. somewhat important C. not important
12.	I don't like changing into gym clothes	A. very important B. somewhat important C. not important
13.	Other subjects are more important to me	A. very important B. somewhat important C. not important
14.	It lowers my average mark	A. very important B. somewhat important C. not important
15.	I've been embarassed in classes I've taken before	A. very important B. somewhat important C. not important
16.	I don't like physical activity	A. very important B. somewhat important C. not important
17.	I dislike the teacher(s)	A. very important B. somewhat important C. not important
18.	Physical Education and Health classes aren't fun	A. very important B. somewhat important C. not important
19.	I have no interest in fitness	A. very important B. somewhat important C. not important
20.	I don't like getting sweaty and then having to go to another class	A. very important B. somewhat important C. not important
21.	I don't like the way I look in gym clothes	A. very important B. somewhat important C. not important
22.	I already know the material they teach in Physical Education and Health classes	A. very important B. somewhat important C. not important
23.	I never get to play or do well in Physical Education and Health classes	A. very important B. somewhat important C. not important

24.	None of my friends are taking it	A. very important B. somewhat important C. not important
25.	The classes are co-ed (boys and girls together) and I don't like that	A. very important B. somewhat important C. not important
26.	The classes are not co-ed and I don't like that	A. very important B. somewhat important C. not important
27.	My parents don't want me to take Physical Education and Health	A. very important B. somewhat important C. not important
28.	I can't take Physical Education and Health because of poor health or a physical handicap	A. very important B. somewhat important C. not important
29.	I can't fit it into my timetable	A. very important B. somewhat important C. not important
30.	I'm embarassed by my lack of skills in Physical Education classes	A. very important B. somewhat important C. not important
31.	The options in Physical Education and Health classes cost too much	A. very important B. somewhat important C. not important
32.	I don't like some parts of the Physical Education and Health program	A. very important B. somewhat important C. not important
33.	I get enough exercise outside of school	A. very important B. somewhat important C. not important
34.	There is too much competition in Physical Education classes	A. very important B. somewhat important C. not important
35.	I'm not very good at Physical Education	A. very important B. somewhat important C. not important
36.	Physical Education and Health classes aren't very interesting	A. very important B. somewhat important C. not important

PART D THE PHYSICAL EDUCATION AND HEALTH PROGRAM

The Physical Education and Health Department would like to find out what they should be doing to make Physical Education and Health more valuable to secondary school students. The questions in this section are about Physical Education and Health courses and your opinion about them.

In this section there are a number of statements about things which might be part of a Physical Education and Health Program. Please indicate the amount of emphasis which you feel should be placed on each of these aspects of the program by bubbling the appropriate circle on your answer sheets.

37.	Competition (games when winning counts)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
38.	Skills (learning how to perform correctly in sports	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
39.	Recreation (games for fun)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
40.	Fitness (activity to improve strength and stamina)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
41.	Getting along with other people	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
42.	Working as an individual rather than in a group	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
43.	Elective (students are able to choose their own activity)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
44.	Health Education	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know

45.	Intensives (students can choose to contentrate on advanced skills)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
46.	Remedial (students able to work on weaknesses, e.g. strength, stamina, skills)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
47.	Vigorous activity	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
48.	The students enjoying the class	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
49.	Getting everyone involved	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
50.	Motivating the class	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis E. I don't know
51.	Knowledge (e.g. rules, strategies)	A. there should be a great deal of emphasis B. there should be some emphasis C. there should not be much emphasis D. there should be no emphasis F. I don't know

PART E GENERAL

The Physical Education and Health Department would like to find out what they should be doing to make Physical Education and Health more valuable for secondary students. The questions in this section describe a number of different ways that classes in Physical Education and Health could be organized and they ask you to indicate your likely response to each of them.

52.	If Health was a separate subject from Physical Education, would you take it?	A. yes B. maybe C. no
53.	If Physical Education was a separate subject, frcm Health, would you take it?	A. yes B. maybe C. no
54.	If there was a course that included only recreational sports activities, (e.g., badminton, table tennis, games,) would you take it?	A. yes B. maybe C. no
55.	If you could be in a class with students with a fitness level and sports ability similar to yours, would you take it?	A. yes B. maybe C. no
56.	If your teachers made you feel good about being in Physical Education and Health class, would you take it?	A. yes B. maybe C. no
57.	If you were given options or choices in Physical Education and Health would you take it?	A. yes B. maybe C. no